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ABSTRACT

This publication reports on a seminar and a workshop held in Tokyo, Japan, 1978 dealing with moral education in Asia. The seminar and workshop participants exchanged information and experiences, examined problems, and suggested guidelines for the implementation of regional programs in moral education. Participating countries include Afghanistan, Burma, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, and Thailand. Chapter I of the report presents problems and issues discussed. In many of the participating countries, moral instruction is provided as a part of other courses; in others it is offered as a separate course. In all of the countries, the main focus of moral instruction is on the development of character traits that reflect the moral values of each individual country. Only a few countries have provided textbooks for teaching the subject. Countries have, however, provided the teachers with guidelines and sample materials to implement the programs on moral education. Chapter II contains recommended strategies for advancing moral education. Countries are encouraged to include moral education in teacher education programs, to design a coordinated approach to moral education, and to establish national task forces. Chapter three deals with evaluative practices, problems, and remedial measures. Lists of seminar and workshop participants are included in the appendices. (Author/RM)

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MORAL EDUCATION IN ASIA:

PROMOTIONAL STRATEGIES AND EVALUATION TECHNIQUES

Reports of a High-Level Seminar
and a Regional Workshop

Tokyo, 1978

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P R E F A C E

This publication combines two reports, one of the High-Level Seminar on Moral Education held from 5 to 15 April 1978, and the other of the Second Regional Workshop on Pupil Evaluation with particular reference to Moral Education in Asia, held from 12 September to 9 October 1978. Both were held in Tokyo, Japan, and were financed by the National Institute for Educational Research (NIER) of Japan under the Unesco-NIER Regional Programme, and within the framework of the Asian Programme of Educational Innovation for Development (APEID).

In the same series, two previous regional workshops, bearing on curriculum development, were organized in 1975 and 1976.

The main objectives of the April 1978 Seminar was to examine problems and to suggest basic guidelines for the implementation of regional programmes. This Seminar was followed by the October 1978 Regional Workshop, the general objectives of which were to exchange information and experiences in pupil evaluation; identify common and specific problems; develop alternative solutions, and recommend ways of promoting better co-operation among Asian countries in this field.

A specific objective of the October 1978 Workshop was to work out a plan for a Regional Joint Study on Moral Education in Asia. This was intended to be prepared in the light of a recommendation by the Fifth Regional Consultation Meeting on APEID (March 1978). The work on the development of this Joint Innovative Project has been undertaken during 1979, and is expected to be finalized in 1980.

In preparing the present report, an attempt has been made: (i) to cull out materials which would be of interest to the countries in analysing and implementing reforms in moral education; and (ii) to present the materials in a coherent manner.

CHAPTER I

SCOPE, PROBLEMS AND ISSUES

1. Introduction

In many of the participating countries, moral instruction is provided as a part of other courses. In some countries, it is integrated with religious education, while in some others it is a component part of social studies and language subjects. In one participating country, however, it is a part of an integrated curriculum called "Education for Living". In some countries, moral education is offered as a separate subject though with varying frequency in terms of teaching periods. The length of time alloted for it varies from one period a week to one period daily.

Table 1. Status of moral education courses

Country / Course status	AFG	BUR	IND	INS	IRA	JPN	ROK	MAL	NEP	PAK	PHI	SIN	THA
Separate		v		v		v	v				v		v
Integrated	v		v		v			v	v	v		v	

Legend: AFG=Afghanistan; BUR=Burma; IND=India; INS=Indonesia; IRA=Iran; JPN=Japan; ROK=Rep. of Korea; MAL=Malaysia; NEP=Nepal; PAK=Pakistan; PHI=Philippines; SIN=Singapore; THA=Thailand.

In all the participating countries, the main focus of moral instruction is on the development of character traits that reflect the moral values of each individual country. The responsibility for the inculcation of moral values in pupils is not limited to the teacher responsible for teaching moral education alone, but also to the other teachers. It is a joint endeavour on the part of the entire teaching staff.

In all countries, there is no special teacher for moral education at the elementary level. The classroom teacher teaches moral education either as a separate subject or as a part of other subjects.

With regard to the development of materials, the formulation of policies is generally centralized. Curriculum specialists at the central level are responsible for developing the moral education curriculum. However, to get the representative views from the cross-sections of the society, seminars and workshops are organized before giving the curriculum a final shape. Some countries have gone ahead in developing a moral education curriculum; but even among these countries which are teaching moral education as a separate subject, only a few have provided textbooks for teaching the subject. They have, however, provided the teachers with guidelines and sample materials to implement the programmes on moral education.

2. Highlights presented at the April 1978 Seminar

Dr. Ayman, in presenting a paper on some basic issues in moral education, addressed himself to the two questions of (1) For what shall we educate? (2) How shall we educate? He then talked about the need for spiritual or transcendental education, inter-relationship of moral and religious education and absolute values. Dr. Ayman also discussed the timing and priority of moral education and the need for a comprehensive approach to moral education. He finally proposed an NIER-Unesco project for the study of moral education in Asia.

In the discussion which followed, the need to differentiate between the clerical organization of religions and, on the other hand, the religious principles in their relationship to religious education was pointed out, and the relative positions of secular versus religious education was debated.

According to Dr. Nasution, morality has to do with good or bad behaviour according to certain standards. Much of our moral behaviour is based on the acceptance of externally determined codes of behaviour. However, as the person matures, he should be able to make his moral decisions on the basis of his own rational judgements. Moral education should be organized in such a way that the child is increasingly given the freedom to arrive at his own moral convictions.

Moral education necessarily begins with the family where the child is primarily exposed to traditional, religious and other values. Is it possible for these traditional values to be adapted and translated in modern terms suitable for the present youth?

In school, moral education has always been given much attention. At present, civics based on national philosophy and religious education are required subjects at all levels of schooling. The school is in a position to transcend the local tradition-bound and even national concepts of morality to reach out to basic and universal principles of morality as a guide for conduct in this rapidly shrinking world.

Mr. Dumlao, in presenting his paper, emphasized the following points: moral education has a firm and stable foundation in the Fundamental Law of the Philippine Republic. In line with the constitutional mandate, the inculcation of moral and spiritual values inspired by an abiding faith in God, and the development of an enlightened, patriotic, useful and upright citizenry in a democratic society, among other objectives of Philippine education, are two essential anchorages as well as purposes. In its present orientation and direction, Philippine education is geared toward a feasible and viable balance of socio-economic advancement and value development with spiritual, moral, and ethical persuasion in pursuance of the egalitarian principles and objectives of the new Philippine society.

Dr. Lee's paper on moral education in the Republic of Korea described major changes in the approaches to moral education that are found in the country. At present moral education is provided in the context of the total school life, with due considerations given to both regular school curriculum and hidden curriculum. Inclusion of moral education as an independent subject in the school curriculum is based on the view that the treatment of moral education within a subject facilitates the systematic organization of moral education as regards contents

and effective teaching of them. He also explained important linkages between moral education in school and the Sae-maul (new community) Movement that is practised nation-wide.

Mr. Vongsayanha presented his paper on the integrated approach of religious and moral education. The situation in Thailand so far as it concerns moral curriculum was reported to be an evolution from the religious-dominated to the liberal-and-integrated approach. However, morality remains as a separate subject in the course of social studies in which history, geography and civics are the other main components. In the discussion which followed, it was emphasized that distinction should be made between spiritual education from up-bringing in an institutionalized and organized religion, and moral education per se.

In his brief report, Dr. Mitra pointed out that moral education in India was learning the Hindu way of life in the hermitages of the Sages in ancient times. The Muslims added to this the traditional Islamic religious school. With the British, however, there was a break and Western education was introduced, which led to the teaching of moral education as a distinct subject in the government schools. Moral education in schools has now taken the form of teaching about all religions; and textbooks in social studies have been written specially for this purpose. In describing innovations, he indicated the emphasis in recent times on students' participation in productive work as an important element of moral education, which came from the ideas of Mahatma Gandhi. He also pointed out the problems posed by the process of transformation of the Indian education system from an elitist system to a democratic mass education system, and the difficulties of introducing Gandhian ideas in the context of the socio-economic changes which follow urbanization, industrialization and modernization.

Dr. Ali Ahmad, in presenting his paper on moral education in Malaysia, described a comprehensive governmentally supervised religious education, civic education in schools and other activities undertaken by voluntary agencies. The paper expressed its concern for the lack of interest on the part of business or private sectors in involving themselves in safeguarding the standards of morals of youth. It further stated the need to emphasize morals as part of the philosophy of nation building, and every endeavour should be taken to generate consciousness in the question of morals. He suggested that various government agencies should co-ordinate all programmes on moral upliftment as well as creating and maintaining high moral leadership.

Dr. Hiratsuka presented a well-organized paper on the historical evaluation of moral education in Japan. The chronological chart which he had prepared was particularly welcomed. It was suggested that NIER obtain similar charts from other countries and publish them as part of the proceedings of the present seminar. Dr. Hiratsuka emphasized the importance of universality in moral education. This subject was particularly discussed and fully supported by the seminar.

Dr. Hiratsuka further explored the need for a universal approach to moral education. The pattern of Dr. Hiratsuka's paper was approved to be followed for collecting data on the historical development of moral education in Asia.

Some of the characteristics of the Japanese people in their long history are modesty and willingness to absorb valuable cultures from abroad, as is seen in the introduction and digestion of Buddhism, Confucianism, and later Christianity and Western cultures and sciences on the basis of continuing traditional Shintoism. Moral education has been consistently emphasized in education as its foundation. At least two epochs, however, namely, the post-Meiji Restoration period and the post-World War II period were the times of the confrontation and confusion of the variety of value systems and patterns of behaviours. At present tremendous efforts are being exerted for the re-examination and exploration of moral education for the future Japan in this global age by integrating the traditional and new elements in all quarters of the society.

Prof. Lauwerys's proposal for an international study on moral education was discussed. Much sympathy and support was displayed. There were serious doubts about the vast scope of such a project and hence its feasibility. It was agreed, however, that it might help to formulate guidelines for a short-term plan of action for the next two years. The plan was recommended to NIER-APEID programme in Asia for consideration.

The first part of Prof. Lauwerys's paper was particularly appreciated and applauded. There was a unanimous agreement and endorsement of the content of this paper.

3. Definition and purpose

a) Spiritual or secular basis for morality

Morality could be based on any one of a whole range of foundations, from purely secular views to religious and spiritual systems. Each one of these belief systems recommends or preaches some kind of code of ethics. Can moral education be improved and guarantee the expected moral conduct under seriously adverse conditions without religious-based or spiritual-based morality?

b) Morality or civilized manners

Is the aim of moral education development only of civilized behaviour or moral behaviour as well? This is due to the fact that even a man with good ethical and civilized manners may at times behave in a most immoral manner. Therefore "politeness" and "civilized manners", although part of moral conduct, cannot be considered all that we expect from moral education.

c) Continuous or limited-period education

Is moral education a process of life-long education, or could it be limited to certain period of formal schooling? In other words, could a limited period of moral education in the school have a lasting effect, or does man have to be reinforced continuously in desirable moral behaviour?

4. Approach and policy

a) Separate and combined approach

Under certain social, political and/or economic conditions and pressures, moral education is given in a mixed manner; that is to say, moral education is only part of an educational programme geared to

political or economic ends. Thus we have various conglomerates such as a mixture of civic, political, or social education with what could be called "pure moral education", or must moral education be seen as a special subject or a special learning area? Under these varied approaches, we cannot assess how much moral education takes place, and under what conditions. Therefore we may differentiate between a uni-dimensional approach which is "pure moral education" and a multi-dimensional approach, which is the mixed approach.

b) Mass education or education of the elite

Could we expect to achieve the same degree of moral education as that which could be attained when education was limited to a minority elite rather than, as now, provided for the masses? Is moral education a kind of education that can be successfully handled as part of mass education in a national education system, or can it only be done well when provided for a limited and selected group?

c) The impact of socio-economic development plans

What is the impact of national socio-economic development plans on the moral development and moral behaviour of people? Economic development is heavily influenced by "business ethics". What are the adverse impacts of "business ethics" on the formation of moral behaviour of people?

d) Intrinsic versus extrinsic development of moral behaviour

Moral standards could be externally imposed, or they might be attained as a result of the self-development process. Each of these two approaches has advantages and limitations. When should each one of these approaches be recommended and adopted?

e) Is moral education a curricular or a co-curricular subject?

Should morality be imparted as a result of co-curricular activities, or as a result of classroom teaching, or both?

f) The impact of faith and religious connexions on moral development and moral behaviour

The stability of moral behaviour needs to be ensured in order to be effective. Could there be such stability in moral behaviour without a foundation of faith and of a religious belief-system? Is it possible to appeal to the knowledge and understanding of each individual to take the right action under severe stress? Could such amount of knowledge and intellectual development be given to every member of society irrespective of his psychological and social limitations?

5. Content

a) Universality versus relativity of standards

Is there a set of universal standards to be taught in moral education, or is it composed only of culturally biased and relative standards? If there are universal standards, then could they be identified, codified, and implemented according to the conditions in each society?

b) Tradition versus modernity

There is a tendency among younger generations to revolt against the traditional manners and norms of their parents and elders. They label this tendency as a move towards modernity. How can moral education cope with such modernistic tendencies?

c) Moral education and religious education

What is the demarcation line between religious education and education about religions? And between religious education and moral education? Is there unity in the major religions as far as moral principles are concerned?

6. Teaching methods

a) The impact of living examples

How much formal education in morality could be effective when teachers, parents, and elders in the community do not practise the same code of conduct? In other words, could an amoral or immoral teacher or parent teach morality without being an example of it?

b) Behaviour modification through verbal education

How much of behaviour modification could be expected by verbal exercises and verbal learning of moral standards? When should such kind of drilling be started to be effective?

c) Formal, non-formal and informal influences

Should moral education be given in an informal/indirect manner or formal/direct way? Which one is more effective and longer lasting? How can one combine them in a comprehensive approach?

d) Case-study approach in teaching of morality

Can moral principles and codes of conduct be better appreciated and practised when learned through a case-study approach or by direct and verbal teaching? Could literature be used to this end?

e) "Hidden curriculum"

Educators may become designers and co-ordinators of a "hidden curriculum" for moral education. That is to say, they could create a community-wide informal teaching-learning experience for moral education.

7. Teacher preparation

a) Home-room versus specialist and multi-teacher systems

What are the relative preferences and/or influences of each one of these systems on the moral education of pupils?

b) Need for recognition of teachers of moral education

Teachers of social studies, civics, religious and/or moral education are not always fully recognized and equally treated as are teachers of science and mathematics. Therefore either they have been or are not sufficiently talented, educated or trained.

8. Evaluation

a) Examination or non-examination subject?

Should moral education be provided as a "non-examination" subject, or as an ordinary "examination" subject in the schools? If it is treated as an examination subject, it may become largely a matter of rote memory and loose its vitality and its practical aspect. If it is given on a "non-examination" basis, pupils may not pay due attention to it. The evaluation of moral education itself is a problem, if and when it is

offered as an "examination subject". Should the score on moral education be added to other scores and treated as if it were of the same nature as other subjects?

b) Formative and summative evaluation

The affective domain is a very difficult area to be evaluated. The problem is how to evaluate the development and final achievements in moral education, formative as well as summative. Should we employ only summative evaluation, or should we also introduce formative evaluation?

CHAPTER II

RECOMMENDED STRATEGIES

In order to expedite and promote activities aimed at the advancement of moral education, the following strategies were recommended:

A. National activities

It is recommended that in the formulation of the national development plan usually aimed at socio-economic improvement of the country, due consideration be given to the consequences and impact of such plans on the moral development of future generations. In order to facilitate such consideration, educators and experts in moral education can be invited to collaborate in the development of the plans and critically evaluate them in terms of their bearing on moral education before they are adopted and implemented.

1. Teacher education

In view of the fact that moral education is a very fundamental objective of education, it is highly desirable that in programmes of teacher education, special attention be given to the preparation of teachers for performing their duties in a manner effective for the moral development of children. Curriculum for teacher training programmes should therefore contain a special subject for providing teachers with knowledge, skills and behaviour, enabling them to promote moral education both inside as well as outside the classroom.

2. Co-ordinated approach to moral education

In view of the fact that moral behaviour is affected to a large extent by the whole spectrum of social and community influences, it is recommended that such overall programmes and activities be designed in a way that will promote proper development of moral behaviour of children. In this context, the importance of co-curricula and out-of-school community activities needs to be specifically emphasized.

3. National task force

In order to initiate country-based studies and promote necessary programmes in moral education in a co-ordinated manner and also maintain a needed flow and exchange of information with other countries, it is strongly recommended that each country appoints a national task force for moral education. In view of the fact that moral education is broad-based and multidisciplinary, the membership of the task force should be drawn from various disciplines and different backgrounds. This makes the general meetings of the task force fairly large; therefore, the national task force needs to have an active secretariat. The secretariat of the national task force may be a part of an institution which could provide necessary leadership and support the activities.

The national task force may have the following functions as well as other duties assigned by the national government:

a) Identification of:

(1) The definition and scope of morality and moral education;

(2) Objectives of moral education;

(3) Common moral values and ideals;

(4) Major social and cultural forces influencing moral development of children;

b) Determination of possibilities and limitations of formal education in the promotion of moral development;

c) Investigation of strategies, contents, methods and techniques for making moral education more effective;

d) Initiation of research and studies on moral education;

e) Critical evaluation of the existing status of moral education;

f) Major problems and possible solutions to them;

g) Planning and recommending guidelines for moral education programmes;

h) Preparation of reports and proceedings on moral education and translating them into English language for regional and international exchange.

B. International programmes

1. Although moral education is culturally based and has national and local characteristics, there are a number of problems and issues which can be best handled by sincere international co-operation. Therefore the following activities are recommended on an international scale:

a) Organizational

It is desirable to establish an international organization for the improvement of human and spiritual environment by bringing together interested institutions around the world which can collaborate and enhance this objective. Such organizations may be an international agency under the auspices of the United Nations or affiliated agencies, or an international association composed of member institutions throughout the world.

b) Studies

In order to identify problems which are common to different countries as far as moral education is concerned, and which need international co-operation to be successfully handled, certain international studies should be undertaken. Examples of such studies are given in the proposal presented by Prof. Lauwerys.

2. Expected support from international and regional organizations

a) Regional

It is strongly expected that the Asian Programme of Educational Innovation for Development (APEID) will consider moral education as a priority area in their plans of activities. It

is further expected that this subject will be treated not only on its own right, but also in conjunction with all other areas of education which are acted upon under the APEID.

Since the Asian Ministers of Education Conference is scheduled to take place in July 1978, it is requested that moral education will receive special attention during the deliberation of the conference. Active support of the Ministers of Education has to be focused on programmes and activities related to moral education, especially the formation of the national task force so that moral education could be promoted in a desired manner in the respective countries.

b) International

This seminar strongly requests Unesco to take an active part and assume international leadership in the reorientation of educational authorities, institutions and scholars to the needs for concerted, urgent and serious efforts in the area of moral education. One possible vehicle in the near future is to make use of the Meeting of Experts on Educational Institutions and Moral Education in the Light of the Demands of Contemporary Life for the planning of international activities in moral education, so that the meeting proceedings could become the basis for continued action in the promotion of moral education in various parts of the world.

CHAPTER III

EVALUATIVE PRACTICES, PROBLEMS AND REMEDIAL MEASURES

Evaluation in moral education is a relatively new area of work. It has two components: assessment of the child's moral judgement and of his moral conduct. Moral judgement implies the creation of awareness, appreciation and realization of the values pertaining to the Universality of Truth, Beauty and Goodness. Moral conduct, on the other hand, is the expected outcomes in terms of desirable behaviours in consonance with the moral codes of a society. The two are interrelated, one leading to the other.

Evaluative practices

Table 2 presents an overview of the evaluation procedure, techniques and instruments currently used in the participating countries. In countries where moral education is taught as a part of a certain subject, the evaluation of moral education is integrated with the evaluation of this subject. The procedures reported give an aggregate picture of evaluation practices used by different institutions in the country.

It can be gleaned from the table that in general formal procedures are used more than the informal procedures in the evaluation of the moral behaviours of pupils. In this connexion, it has been noted that even in countries where the informal techniques are used, these procedures are not frequently and widely used by the teachers.

Procedures for communicating pupil progress

As a means of reporting pupil progress to parents, the pupil progress cards are widely used in the participating countries. Aside from scholastic achievements, the card contains some information about other aspects of the pupils' behaviours such as regularity of attendance, conduct, awards, attitude towards work.

In addition to the use of pupil progress cards as a means of communicating pupil progress and conduct, parent-teacher associations are organized to provide for an informal exchange of opinion regarding pupils. In some countries, PTAs on the grade level are also organized. Besides, Parents' Day, School Anniversaries and other important days are celebrated. These provide opportunities for exchange of views between teachers and parents on pupil behaviours and achievements.

Table 2. Countrywise profile of evaluation procedures, methods and techniques

Type of test		Country	AFG	BUR	IND	INS	IRA	JPN	ROK	MAL	NEP	PAK	PHI	SIN	THA
Formal procedures	1. Objective tests														
		(a) Multiple choice	v		v	v	v	v	v		v	v	v	v	v
		(b) Short question answer/problem situations	v	v	v	v	v		v			v	v		
		(c) Sentence/story completion	v		v	v	v				v	v	v		v
		(d) Matching	v		v	v		v	v		v	v	v	v	v
		(e) True - false	v		v	v	v	v	v		v	v	v		v
	2. Essay tests		v	v	v		v		v	v	v	v	v		v
	3. Performance tests				v								v		
Informal procedures	1. Observation with the use of check lists and/rating scales and/ anecdotal records			v	v	v	v	v	v	v	v	v	v	v	v
	2. Interviews			v			v	v		v	v	v	v		v
	3. Questionnaires				v		v	v							
	4. Children's work products				v		v		v				v		v
	5. Others			v	v			v					v		

1. See Table 1 for legend.

2. Others include inventories, children's projects and a number of techniques reported in the various position papers of the participating countries.

Linkages

The formal procedures of evaluation such as objective tests, essay tests and performance tests, though commonly used among the participating countries, do not adequately measure the changes in pupils' attitudes and behaviours. The teacher's judgement about a pupil's behaviour is considered more reliable, if supported by additional evidences obtained through informal procedures such as observations, interviews, children's work products. There is a need for making more use of the informal procedures in order to make evaluation of a pupil's behaviour more accurate and comprehensive.

Common problems in evaluation of moral education

1. Difficulty in identifying desirable outcomes of moral education and translating these into observable pupils' behaviours;
2. Difficulty in evolving a criteria for appraising the outcomes of moral education;
3. Inadequacy of evaluative procedures, techniques as well as evaluative instruments and devices;
4. Lack of skills on the part of the teachers for effective evaluation of the outcomes of moral education;
5. Lack of trained personnel who can prepare materials and evaluative instruments in the area of moral education;
6. Inadequate linkages between the school and other social agencies influencing the child in moral development;
7. Lack of interest and incentives on the part of the teachers;
8. Heavy language load in the instruments and devices;
9. Difficulty in obtaining culture-free evaluative instruments;
10. Difficulty in making effective use of the results of the appraisals of pupils' behaviours;
11. Lack of literature on evaluation in moral education in national languages;
12. Insufficient research available in the area of evaluation of moral education;
13. High pupil-teacher ratios;
14. Too much emphasis given to examination in academic subjects.

After identifying the common problems, the participants divided themselves into three groups to consider the problems and make suggestions for their solutions. The following is the gist of the discussions:

1. Difficulty in identifying desirable outcomes of moral education and translating these into observable pupils' behaviours

The desirable outcomes of moral education would always be in the context of the moral code of a society or community, or even a group of communities living together. In most of the cases, the moral codes are oral, and there are hardly any documents describing these. Therefore, there would be difficulties in the identification of desirable outcomes of moral education, especially in the nations where multi-racial or

multi-religious groups live together. In such situations, the following suggestions could be of help in arriving at solutions:

a) Making a study of the country's constitution, moral codes, religious doctrines, declaration of policies and other basic documents that express the traditions, goals and aspirations of its society, and deducing the content for moral education;

b) Organization of committees consisting of teachers, curriculum writers, psychologists and subject specialists for translating the desirable outcomes of moral education into specific observable pupils' behaviours.

2. Difficulty in evolving a criteria for appraising the outcomes of moral education

In a society, the moral codes are varied because each of the special groups, such as religious groups, has its own morality criteria. That is why it is not possible to evolve a common criteria for appraising the outcomes of moral education. Secondly, the teachers and educational workers are very much accustomed to developing evaluative instruments in the cognitive domain. Much of the work in the area of evaluation in moral education is to be in the affective domain, with its ramifications in cognitive and psychomotor domains. In order to give a proper start and a sound basis for evaluation in moral education,it could be helpful to organize committees consisting of social scientists, psychologists, teachers and evaluation experts to evolve a set of guidelines for developing the programmes and evaluating the outcomes in moral education.

3. Inadequacy of evaluative procedures, techniques as well as instruments and devices

To have effective evaluative procedures and techniques as well as evaluative instruments and devices, such as attitude test, situation test, it needs experts, budget, time and staff. Also, the lack of teacher training programme in evaluative pupils' behaviours leads to inadequacy. The following suggestions are made:

a) Provision of pre-service and in-service courses that will equip teachers with the skills needed for the development of the evaluative techniques and instruments needed;

b) Organizing seminars/workshops for selected teachers and other workers who could develop the needed evaluative procedures, techniques and instruments, devices;

c) Development of evaluative instruments and devices by the test bureaux/resource centres at various places in each country;

d) Encouraging researches at the master's, doctoral, and post-doctoral levels on the development of evaluative procedures, techniques as well as evaluative instruments and devices;

e) Development, try-out and refining of the procedures, techniques and evaluative instruments for their validity, reliability and practicability;

f) Publishing the techniques and instruments developed for teachers' use and their dissemination.

4. Lack of skills on the part of the teachers for effective evaluation of the outcomes of moral education

To evaluate the pupils' behaviours in moral education, one has to have skills to evaluate in the affective domain. By its nature, it is difficult to assess the specific skills and knowledge. But most of the teachers do not have this ability or background. The following suggestions may be considered:

a) Organizing in-service training programmes for teachers and education officers to develop the needed skills for the effective use of the evaluative techniques and instruments developed;

b) Inclusion of the development of the skills in this area is pre-service programmes for teachers;

c) Publication of brochures and books on evaluation in moral education for teachers;

d) Establishment of a system of co-operation among Asian countries by the NIER in the development of evaluative procedures and techniques and exchange programmes for the feedback on their suitability and effectiveness.

5. Lack of trained personnel who can prepare materials and evaluative instruments in the area of moral education

Relevant instructional materials and suitable evaluative instruments facilitate the teaching-learning process in any subject area, and for that matter, in the area of moral education also. But the non-availability of trained personnel for dealing with the various aspects of moral education becomes a handicap to the preparation, development and usage of materials and instruments. The shortage has been most prominent in the following categories of personnel:

a) Evaluation specialist;

b) Curriculum specialist;

c) Teacher educator; and

d) School supervisor.

To overcome the problem of shortage as well as to reinforce the skills acquired, the following measures were suggested:

a) Organization of special training programmes for personnel mentioned above;

b) Organization of local and national workshops to develop and reinforce the skills acquired;

c) Organization of inter-country workshops for key personnel under Unesco sponsorship;

d) Provision for inter-country visitations and exchange of experiences;

e) Preparation and dissemination of resource materials and innovative approaches on various aspects of moral education by Unesco offices, and the respective countries.

6. Inadequate linkages between the school and other social agencies influencing the child in moral development

The development of the moral behaviour of a pupil does not take place on the school premises alone. The family and other social organizations influence the pupil's behavioural changes. But a very weak link in the form of contact and communication between the school and other social agencies exists at the moment. The situation, therefore, gives rise to the following specific problems:

a) Inadequate number of social agencies such as civic clubs, associations, youth houses and cultural centres;

b) Absence of parent-teacher associations. In many cases such associations exist, but the communication between parents and teachers in regard to moral education is poor;

c) Lack of co-operation between social agencies and the school for the growth of pupils' moral behaviours;

d) Lack of pupil participation in the activities of social institutions.

Youth clubs and cultural associations provide a good forum for pupil participation and contribute to the growth of their behaviours. A feedback of pupil behaviour from these associations could be of great help in the process of pupil evaluation. Suggestions in this regard are the following:

a) Identification of social agencies in whose activities pupils could be encouraged to participate;

b) Seeking co-operation of these agencies in providing feedback on pupil behaviour to the school;

c) Promotion of parent-teacher associations;

d) Establishment of a network of pupil clubs, cultural centres and youth houses in the various parts of each country.

7. Lack of interest and incentives on the part of the teachers

Without sufficient motivation and interest on the part of teachers, the evaluation of pupil performance and behaviour would not be possible. Some specific problems emanating out in this area are the following:

a) Lack of awareness about moral values;

b) Lack of training in moral education;

c) Already heavy workload on the teachers;

d) Inadequate remuneration and poor service conditions;

e) Lack of appreciation for the good work done by the individual teachers.

The following suggestions are offered:

a) Organization of group discussions, publication and distribution of literature about moral values and use of mass media for educating the public on moral values;

b) Organization of long and short training courses for moral education teachers;

c) Rationalization of workload of the teachers with a provision for moral education;

d) Comparative evaluation of performance of various schools and appreciation of the exemplary work.

8. Heavy language load in the instruments and devices

A heavy language load is a barrier to the effective evaluation of pupils' behaviours in the area of moral education. Many tests demand a good comprehension and also language skills on the part of the pupils. The tests could be reliable measures in evaluating the pupil outcomes in moral education if their language is simple. The following suggestions are offered in this regard:

a) Use of simple words and clear directions;

b) Use of interesting situations that are within the experience of children;

c) Pictorial accounts especially for the beginners.

9. Difficulty of obtaining evaluative instruments that are culture-free

There is a general lack of skilled personnel to construct evaluative instruments for moral education, particularly for the external evaluation. As such, the teachers' opinions can hardly be utilized and validated. To develop instruments, the following suggestions are made:

a) To get the educators trained so that they could prepare the instruments suitable to their conditions or culture;

b) To train teachers for adoption/adaptation of the instruments and also their utilization.

10. Difficulty in making effective use of the results of the appraisals of pupils' behaviours

Some teachers have not acquired adequate skills in using the results of the appraisals. Many of them generally cannot provide remedial measures for the negative results if found. The following suggestions are made:

a) To train teachers how to give remedial measures for the negative results, if found;

b) If the results are positive, how to strengthen or reinforce these. This would obviously need the in-service training programmes for teachers.

11. Lack of literature on evaluation in moral education in national languages

In an area like moral education where the content is to be derived from local values, traditions, customs, mere translation and adoption of foreign literature into national languages would not be of any use. Secondly, many countries lack expertise for writing books on evaluation of moral education. Thirdly, moral education does not receive as much attention as other subject areas. Consequently, not enough funds are made available for its development. The following steps could be of help in this regard:

a) The National Commission for Unesco in each country may be requested to arrange programmes for inter-country visitation for a study of the evaluation procedures in moral education.

b) The Ministry of Education of the different countries should include a programme of writing books on moral education and also evaluation in moral education in the textbook development programmes.

c) Literature on evaluation in moral education should be prepared by experts who have a good background in moral education and also other subject areas.

12. Insufficient research available in the area of evaluation in moral education

There is a scarcity of research work in the area of moral education, especially in the evaluation in moral education. Secondly, no appropriate funds for research work are being made available. The following suggestions are offered:

a) The Ministry of Education should conduct research and developmental programmes in the following ways:

(1) Inviting experts and arranging discussions on the needed research in moral education;

(2) Awarding scholarships; and

(3) Encouraging graduates (at master's and doctoral levels) to conduct research work on the evaluation in moral education.

b) Encouraging schools to co-operate in the programmes leading to research/developmental work in evaluation in moral education.

13. High pupil-teacher ratios

Due to high pupil-teacher ratios, individual attention cannot be given to the pupils, especially in the field of morality which requires more attention.

14. Too much emphasis given to other academic subjects

In the present curricula of the different countries, greater emphasis is given to academic subjects. Moral education is not usually given due emphasis that it deserves. It is, therefore, suggested that it be given equal emphasis.

CHAPTER IV

IMPROVING EVALUATION TECHNIQUES AND TOOLS

Evaluation is an integral part of moral education. For any programme of instruction to be effective, it is imperative to appraise the products of the educational efforts. Since moral education programmes, in general, aim to develop not only normative but operational values as well, it is necessary to examine the evaluative techniques and procedures used in assessing progress towards the objectives of the instructional programme. Evaluative procedures and instruments are as important as teaching. They should reflect the image of the moral education programmes they intend to communicate to the children. To establish a base-line for the activities of the participants, a survey of the techniques and devices used in appraising the outcomes of the moral education programme in each country was made.

Since the objectives of moral education have placed great emphasis on behavioural goals, the participants found it essential to develop more effective and varied techniques and instruments that can more or less give the teacher an accurate picture of the pupil: his attitudes, interests, and values. Evaluation must be as broad and varied as the educational objectives from which it evolves. To design effective procedures and techniques for evaluating the outcomes of moral education, the participants carried out the following activities:

1. Identification of the value to be evaluated

As an initial step to the development of additional evaluative techniques and procedures, it was necessary to select a specific moral value to use as an example in illustrating the methods and procedures that may be employed for the evaluation of the outcomes of moral education. A universal value was selected by the participants, i.e., the development of self-discipline.

2. Definition of the moral value

After identifying the moral objective, it was found necessary to clarify the behavioural objective the participants intended to measure. Self-discipline was defined as "the capacity to regulate and control one's behaviour".

3. Translation of the value in terms of behavioural outcomes

The value was then translated into more specific outcomes so that it will have a common meaning to all teachers, and will be closely related to pupil behaviour. This will help teachers to become aware of the nature of pupil behaviour that will become evident when the objective has been achieved.

Note: The content of the tools and devices under this chapter is for illustrative purposes, since these have not been tried out in classroom situations. These may not, therefore, be adopted without a try-out.

Some of the specific behaviours of a self-disciplined person were formulated by the participants as follows:

a) Keeps calm and cool under strain;

b) Respects and follows rules, regulations, laws and orders;

c) Performs his responsibilities willingly;

d) Finds reasons for the behaviour of others so as not to say mean words;

e) Follows a definite programme of daily activities;

f) Completes assigned tasks first before pursuing leisure activities;

g) Shows signs of orderliness in person;

h) Refrains from gambling and vices;

i) Shows capability of denying himself some of the luxuries of life;

j) Waits for his turn.

4. Development of evaluative techniques, procedures, devices and instruments

To be able to assess children's growth towards each of the behavioural objectives set up, evaluative techniques and procedures as well as instruments and devices were developed. The techniques and procedures designed were classified into formal and informal methods.

Formal procedures

A. Objective and essay tests

Children's awareness or knowledge and understanding of the desirable character trait developed can be done through the use of objective and essay tests. Objective tests may be multiple-type, matching, identification and reacting to problematic or critical situations. Essay tests may be of the simple recall, cause and effect, explanation, analysis, discussion and evaluation type. The following are some examples of objective and essay type tests for evaluating the children's acquisition of self-discipline:

Objective tests

1. Multiple choice items

Each of the following test-items consists of 3 responses with a score of 2, 1 and 0 marks. The total score is the sum of individual scores obtained by the pupil. The score for various scales can be plotted as an attitude profile. An indication of the performance of the whole class may be obtained by taking the average scores of all the pupils. When the teacher is desirous to assess the pupils' behaviours in the class, he may record the responses of relevant test-items for analysis. A comparison between pre-test and post-test results gives an indication of the progress made. The same procedure can be applied in the assessment of the understanding and knowledge of the value developed.

a) What do you do when you cannot solve a mathematical problem?

i) Try hard to solve it yourself.
ii) Ask friends to teach you.
iii) Give it up.

b) Why should you avoid littering?

i) To keep the city clean.
ii) Teachers said so.
iii) Not to be fined.

c) What will you do when your teacher is not in the classroom?

i) Read a book or do something useful.
ii) Keep calm and wait for the teacher to come.
iii) Talk to others.

d) When do you usually reach school?

i) About 15 minutes before the bell rings.
ii) Just before the bell rings.
iii) After the bell has rung.

e) Do you queue up when getting on the bus?

i) Always.
ii) Sometimes.
iii) Never.

f) Which of the following things will you buy?

i) Cheap but practical.
ii) Expensive but practical.
iii) Expensive but not practical.

g) Do you do assigned homework first before playing games?

i) Always.
ii) Most of the time.
iii) Seldom.

h) Do you gamble?

i) Never.
ii) Sometimes.
iii) Always.

i) What do you do when your friend is upset?

i) Comfort him.
ii) Leave him alone.
iii) Make fun of him.

2. Reacting to problems and critical situations

The reacting to problems and critical situations is an open type of question, wherein the respondent is asked to express his opinion to certain value judgements. Various life situations involving moral dilemmas likely to be encountered by the pupils will be focused in the problems or situations.

a) You were at the beginning of a long queue at a cinema. A friend came along and requested you to buy a ticket for him. What should you do?

b) You found a purse lying on the road. No one is around but you. What will you do?

c) You are in a public park. Your little sister is asking you to pluck a flower for her. You will not but she cried. What will you do?

Essay tests

1. Recall

   How does a self-disciplined person behave?

2. Cause and effect

   Gambling as a means of recreation.

3. Explanation

   a) Why rules, regulations, laws and orders should be followed.

   b) The importance of a definite programme of daily activities.

4. Analysis

   a) Why people should try to understand the behaviour of others.

   b) Why orderliness is an important factor in life.

5. Application

   What will you do if somebody throw your belongings?

6. Discussion

   a) Some acts are improper for children, but would you like to try them once just for the thrill and experience?

   b) To be happy, we should not deprive ourselves of some of the luxuries of life. Do you agree or not? Give your reasons.

B. Performance tests

Performance tests are equally important as objective tests, if not more so, in evaluating the outcomes of moral education. Performance tests may be given either in natural or manipulated situations. The following are some examples of performance tests which may be used in assessing growth towards the objective selected.

1. Conducting a field trip to observe if students:

   a) report on the scheduled time;
   b) wait for their turns in getting on and off the bus;
   c) refrain from picking flowers or fruits in the park;
   d) avoid littering;
   e) follow rules, regulations, laws and orders.

2. Asking the students to participate in competitive game to see which ones:

   a) play the game fairly;
   b) follow rules, regulations and orders;

c) bet;
d) say mean words when hurt.

3. Asking the students to report what they did during the week, so as to know those who:

a) follow a schedule of daily activities;
b) are systematic in doing things;
c) do assigned tasks first before enjoying leisure activities;
d) follow rules, regulations and orders.

4. Conducting some recreation games including some forms of chance to determine the students who:

a) can play cards, roulette or other games of chance;
b) get sore when losing a game;
c) follow rules, regulations and orders;
d) say bad words to friends.

The following forms may be used in recording students' behaviour during a performance test. The teacher checks the behaviour displayed by the students.

Example recording form for test item 1.

Type of behaviours	Reported on the scheduled time	Waited for his turn in getting on and off the bus	Refrained from picking flowers or fruits in the park	Avoided littering	Followed rules, regulations, laws and orders
A					
B					
C					
.					
.					
.					

If objective tests are not used to the exclusion of other devices and techniques, and are keyed to the specific objectives to be achieved, despite their limitations, these tests will serve as valuable devices for the evaluation of pupil behaviour.

Informal procedures

Knowledge and awareness of the moral value, however, does not guarantee the practice of the right conduct itself. Children usually respond to test situations which they think meet the teachers' approval and not necessarily as they would really have reacted and responded in a natural situation. In other words, children's responses to objective, essay and performance tests do not necessarily reflect the internalization of the value developed. This being the case, the participants found it necessary to supplement the formal procedures with informal procedures.

The following are the suggested procedures and techniques, together with some evaluative instruments.

A. Observation technique

Observation of children's behaviour is an effective and common technique used by the participating countries. It can be employed in evaluating a wide range of outcomes, many of which cannot be measured objectively. This technique yields evidence of the integrated functioning of the child; does not disturb normal activity, and therefore gives far more reliable results than data taken under artificial conditions such as paper and pencil or performance tests.

To be more objective and systematic, observations are recorded through the use of special tools and instruments such as check lists, rating scales, score cards and anecdctal records. Regardless of which device or instrument is used, teachers should be asked to keep a permanent record of each child's growth in behaviour. These records should be referred to periodically to help the teacher determine how well the children are progressing, and what can be done to help them.

Check-lists indicate the existence or non-existence of the character trait or value evaluated, while rating scales indicate not only the presence or absence of the moral value, but also the extent or the degree to which it conforms closely to the specific behaviour set-up. Check-lists and rating scales may be for individual, class or teacher use.

Anecdotal records are devices that will help teacher evaluate pupils' behaviours. They are systematic and simple description of the actual behaviour that has been observed. An anecdotal record includes the child's name, the date when the behaviour occurred and a brief and simple description of the behaviour. Only one behaviour is recorded at a time. The behaviour may reflect either the strengths or the weaknesses of children. The teacher's judgement and interpretation of the behaviour is not included in the record. The following are examples of a check-list, a rating scale and an anecdotal record.

Teacher's check-list on moral education

Put a check (v) in the appropriate column.

Name of student: T. Shinagawa

Grade: V

Moral value: Self-discipline

Item No.	Sample of behaviour	Actual behaviours observed	
		Yes	No
1.	Keeps calm and cool under strain.		v
2.	Respects and follows rules, regulations, laws and order.	v	
3.	Finds reasons for the behaviour of others so as not to say mean words.		v
4.	Performs daily responsibilities willingly.	v	
5.	Follows a definite programme of daily activities.	v	

Item No.	Sample of behaviour	Actual behaviour observed	
		Yes	No
6.	Completes assigned task first before pursuing leisure activities.	v	
7.	Shows signs of orderliness in person.	v	
8.	Refrains from gambling and vices.	v	
9.	Shows capability of denying himself some luxuries in life.		v
10.	Waits for his turn.		v
	Total	6	4

Date:

Teacher's signature

The score of this aspect will be $\frac{6}{10} \times 100 = 60.0$

Note: The decision to put a "v" in the appropriate column should be made carefully, because each of the specific behaviour indicative of the moral value includes many specific reactions. Judgement should be made only after obtaining adequate samples of the pupil's reactions in different situations indicative of the specific behaviour being evaluated.

To illustrate: to be able to assess whether a student has learned to respect and follow rules and regulations, the teacher can observe if:

a) he/she ever violates rules in playing games.
b) he/she follows and accepts the directions given and the decision of the referee.
c) he/she always comes to school on time.
d) he/she enters the classroom through the designated door.
e) he/she always puts everything in the right place.

A consistent display of the foregoing reactions is indicative of the specific behaviour.

Rating scale (for pupils)

Here are some acts of one of your friends which may or may not be important to you. Indicate how you feel about each statement by putting (v) in the appropriate column.

Item No.	Sample of action	Important	Fairly important	Not important
1.	Keeps calm and cool under strain.			v
2.	Respects and follows rules, regulations, laws and orders.	v		
3.	Finds reasons for the behaviour of others so as not to say mean words.			v

Item No.	Sample of action	Important	Fairly important	Not important
4.	Performs daily responsibilities willingly.		v	
5.	Follows a definite programme of daily activities.		v	
6.	Completes assigned task first before pursuing leisure activities.	v		
7.	Shows signs of orderliness in person.		v	
8.	Refrains from gambling and vices.	v		
9.	Shows capability of denying himself some luxuries in life.		v	
10.	Waits for his turn.		v	

Name:

Grade: V

If we take as 1 for "not important", and 2 for "fairly important" and 3 for "important", the score will be:

$$\frac{(2x1) + (5x2) + (3x3)}{(10x3) = \text{Max. score}} = \frac{21}{30} \text{ or } \frac{7}{10} \times 100 = 70.0$$

Anecdotal record

Name:

Grade:

Date	Description of the behaviour
10/3/78	Continuously chatted with partner while the principal was giving a talk during the morning assembly.
10/8/78	Graciously accepted the apology of a player who had accidentally knocked him down.

B. Questionnaires and inventories

Questionnaires and inventories are essentially lists of questions or items that the respondent is asked to mark or check in a particular way. They can be used in evaluating children's interests, attitudes and values. They can help teachers in securing a picture of the status of children's experiences and feelings.

Below are examples of a questionnaire and an inventory.

Questionnaire

Read all the questions carefully and then put a check after the best answer.

1. What will you do if one of your classmates say some bad words to you?
   a) keep quiet. ( )
   b) say the same words to him. ( )
   c) ask him angrily not to use such words. ( )
2. What will you do if you get a failing mark in one of your subjects?
   a) work harder the next time. ( )
   b) blame the teacher. ( )
   c) take it easy. ( )
3. What will you do if an assignment is given to you by your teacher?
   a) try to complete the assignment as soon as possible. ( )
   b) wait for the teacher or some pupils to help you. ( )
   c) ignore it. ( )
4. What will you do if somebody steps on your foot accidentally?
   a) get even with him. ( )
   b) not mind it. ( )
   c) scold him for doing it. ( )
5. What will you do if you see some people crossing street with the red signal on?
   a) follow them. ( )
   b) wait until the green light is on. ( )
   c) curse them. ( )
6. What will you do if you see some boys disturbing the children studying in the library?
   a) join them in order to be accepted by the gang. ( )
   b) find some means to prevent them from disturbing others. ( )
   c) leave them alone. ( )
7. What will you do if some pupils will rush to the school bus?
   a) wait for your turn. ( )
   b) force yourself into the bus to get a comfortable seat. ( )
   c) ask everyone to wait for their turn. ( )

8. What will you buy if you have some ¥2,000?

a) some nice toys to play with. ( )

b) some books and school supplies. ( )

c) an expensive shirt for your friend. ( )

9. What will be your decision if some of your friends ask you to play truant with them?

a) join them. ( )

b) convince them not to do such a thing. ( )

c) report the case to the headmaster. ( )

10. What will you do if you see some people gambling in a park?

a) leave the park as quickly as you can. ( )

b) join them. ( )

c) just watch them. ( )

An inventory on self-discipline

What is your opinion on the following behaviour of a pupil? Put a check (v) in the proper column.

Item No.	Behaviour	Fair	Good	Excellent
1.	Keeps calm when things do not turn out the way he wants.			
2.	Completes assignments as soon as they are given.			
3.	Neither gambles nor watches gambling.			
4.	Prefers school work to playing.			
5.	Buys books and other school materials rather than unnecessary things.			
6.	Takes part in school projects when asked.			
7.	Does not play truant.			
8.	Follows rules and regulations at all times.			
9.	Takes part in all school activities.			
10.	Follows the daily programme of the school everyday.			
11.	Tries to be a model for the class.			
12.	Tries to be punctual at all times.			
13.	Hates being late.			
14.	Dislikes those who deface walls and scrap desks.			
15.	Does not follow those who break rules and regulations.			

Item No.	Behaviour	Fair	Good	Excellent
16.	Avoids being punished by teachers for misbehaviour.			
17.	Does not spend money for things that have no educational values.			
18.	Co-operates with those who keep order in the school.			
19.	Does his best at all times.			
20.	Tries to be orderly at home and in the school.			

C. Interviews

The interview technique is a useful device in appraising children's progress towards the development of moral values. It can be used with children, parents, school club advisers and other teachers and personnel in the school. This technique can help determine whether children are practising outside the school what they have learned in the classroom. Interviews may be structured or unstructured.

In a structured interview, questions to be asked are prepared in advance. The following are sample questions which may be asked in a structured interview with the school librarian regarding the extent to which a teacher's class has acquired self-discipline.

a) Do my children make use of the library during their free time?
b) Do they wait for their turn when borrowing books or when using school facilities?
c) Do they follow rules and regulations?

In an unstructured interview, the interviewer does not prepare questions in advance. The teacher, for instance, may simply ask the school librarian how her pupils are behaving in the library. She may ask questions regarding the information given to her from time to time.

D. Examination of children's work products

Examination of children's work products is also another technique that can help in determining how well children have acquired certain moral values. Samples of children's writings, drawings, exhibits and other creative works furnish considerable information about their patience, persistence and orderliness, both in working and thinking.

E. Other informal techniques

1. Studying the reports of parents and of other teachers about the children's study, work and recreation habits and attitudes.

Evaluation, to be effective, should be continuous and include the co-ordinated appraisal of pupil behaviour inside and outside the school. Aside from the observations done by the homeroom teacher, the evaluation of parents and other teachers like the school librarian and lunch teacher, athletic coaches and school club advisers should be solicited.

The objectives for moral education may be taken up in faculty meetings and PTA meetings at the beginning of the month so that there will be a co-operative effort on the part of all teachers in the school and parents to develop and reinforce the attitudes and habits desired. At the end of the month, reports of the growth or needs of the children noted may be discussed in meetings. For parents who may not be able to come, written reports may be sent by the teacher. These letters may be interesting reading materials to be read by the children during the moral education or communication arts period.

2. Observing the children's reactions when difficulties and reverses occur.

The acquisition of a moral value may be determined when children are faced with difficulties or when reverses occur. How do they react, for example, when given a difficult problem in mathematics or science? Do they easily give up or stick to the problem and continuously think until the problem is solved? How do they react when things do not come up as they were planned? Do they give up the activity or try to seek possible alternatives?

3. Taking note of the children's reactions when school regulations and controls are imposed.

Giving children a chance to react to new rules and regulations set up by the school administration may be one way of determining the extent to which a moral value has been inculcated. Do they think of the rules and regulations in terms of the common good or simply in terms of their personal convenience? Do they abide by the rules and regulations at all times or only when being watched?

4. Giving children opportunities to react to school and community happenings or to newspaper articles of a particular character trait and taking note of their feelings and attitudes.

Children's reactions to daily happenings and events which may be revealed through panel discussions, role playing and other class activities may give cues to desirable and undesirable attitudes and feelings they entertain. These may be utilized by the teacher either for reinforcing or giving remedial measures needed.

5. Observing and taking note of children's behaviour during games, field trips, school programmes, fire drills and other activities.

Children's reactions during school programmes, fire drills, field trips and competition games are more natural and, therefore, give far more reliable results than data taken under stimulations when they know they are being tested and observed. Score cards containing the specific behaviour to be observed may be prepared in advance; at other times, accounts of observations may be made without the help of predefined categories.

6. Listening to children's discussion of behaviour they like and dislike.

Spontaneous remarks of children in the classroom, on the playground, in the school cafeterias may also give cues to their attitudes and feelings. These may be utilized as springboard for class discussions or in framing situation for motivating the development of the desired value.

7. Studying the attendance records of children to determine causes of absence that are due to non-existence of the moral value.

Attendance records of the causes of absence may, for example, give cues to the lack of self-discipline. Children may be absent due to failure to get up in time; prepare home chores assigned or failure to get a school assignment done, etc.

8. Asking boy scout patrols, junior police, health brigades, pupil librarians to record violations of safety and other school rules and regulations and comparing their records from time to time.

Peer groups or student leaders can also help in providing a more comprehensive programme of evaluation of pupils' behaviours. Results of violations of safety and other school rules and regulations made by boy scout patrols, health brigades, junior police and pupil librarians can indicate the pupils who need more help and attention.

9. Analysing the diaries which children are asked to keep to determine the success of the desirable attitudes and habits developed such as waiting for one's turn, performing one's daily responsibilities at home, in school and in the neighbourhood, controlling one's temper.

Encouraging children to keep a diary of their daily activities will not only develop communication skills, but will also give the teacher an insight into the success of her efforts in developing desirable attitudes and habits.

10. Recording significant remarks verbatim during class discussions, particularly during the literature, natural science and social studies classes.

Children's remarks during the literature, natural science and social studies classes may reveal desirable and undesirable attitudes, thinking, beliefs and feelings they currently possess. A boy, for example, may say he is against the imposition by the government of so many taxes because it deprives his family the luxuries they would have otherwise enjoyed. On the other hand, another student may believe taxes are important to promote the common welfare of the people. These remarks will give the teacher additional cues on how well or not the children are progressing and what can be done to help them.

11. Analysing the guidance counsellor's records of common misbehaviours and problems of children.

The guidance counsellor's records of common misbehaviours and problems of children may reveal those children who have not developed the moral values desired. Records, for example, may show those who have caused fights and ill feelings because of cheating, short temper, and failure to perform one's responsibilities.

General conclusions and recommendations

Moral values are developed out of the total experiences of the child and take several years to be internalized. A single evidence of the presence or absence of a particular behaviour has little merit. Evaluation needs to be continuous and be based upon consistent pupil

reactions that give evidence of a given behaviour. Appraisal of pupil behaviour cannot be done in the moral education period alone. The different subjects and co-curricular activities should be viewed in terms of their co-ordinated and total effects in the full functioning of the school as the place where children come to realize their responsibilities as growing citizens; where learning and recreational situations give expression to and evoke the inner life of the spirit; where the life of the school community itself is an elevating and ennobling experience. In other words, all teachers and school personnel must be moral education teachers and should serve as models for the school children. All must lend a hand in the evaluation of pupil behaviour and in utilizing the results, not only for giving grades, but more important for reinforcing values acquired and for giving children the help needed.

In designing a comprehensive evaluation programme, it is also important to consider that schools are not the only avenues to the development of moral values. There are avenues outside the schools that impinge on the total education of the child. Most potent is the home. Non-formal agencies also promote programmes for children and youths in the form of sports, interest clubs and preparation for community life, all of which offer rich opportunities for the development of moral values. Since a teacher rarely has the same pupils for more than one year, an extensive evaluation programme must be designed by the school involving the co-ordinated efforts of the homeroom teacher, parents, peer groups, other teachers and school personnel, and lay leaders in the community. Feedback on pupil behaviour should be solicited as much as possible from as many as possible, if not all of them. Evaluation should include assessment of pupil behaviour inside and outside the classroom.

The techniques and procedures suggested are not exhaustive. Other methods and devices can still be developed. Not all the techniques and instruments suggested need to be employed in evaluating a particular behaviour. Only those that are suitable should be used. One or two techniques and devices may be used to validate the results obtained from a particular method. Since no single type of procedure has a monopoly of all advantages for the purpose of securing evidence of a particular behaviour, varied techniques and procedures were suggested. These techniques and procedures, however, should be introduced only as rapidly as they can readily be assimilated and used effectively by the teachers.

The joint study on moral education should be comprehensive, with a scope for normative, fundamental and developmental research and action programmes. In the first place, a system of co-operation among Asian countries for developing the various components of moral education under the auspices of NIER and Unesco may be planned. This may also suggest the mechanism of monitoring the programmes in the participating countries and feed-back to the sponsoring agencies.

As a joint endeavour, comparative studies involving normative and developmental research may be taken up. These may include the following:

1. Development of research designs, tools and techniques for the study and identification of the content of moral education and the changes in the value system in a society;

2. Studies on: (a) the stages of moral development of children in various cultures in Asia; (b) moral codes of behaviour in the various cultures and ethnic groups in Asia;

(c) approaches and techniques used for developing content, teaching methods and evaluative procedures in moral education; (d) social education programmes with regard to their content on moral education, with a view to identifying the scope of community co-operation in the development of moral education programmes;

3. A series of case studies as comparative study of the institutions doing exemplary work in the area;

4. A project on "Development of a kit for teaching human rights", as a part of the moral education programme. Three kits for the three different stages of school education should be prepared, which may contain the following materials: (a) Strategies adopted for translating human rights into values and interpreting these into behavioural outcomes; (b) programmes and materials for achieving the behavioural outcomes and the rationale for selecting and developing these; (c) methodologies for integrating the programmes in the overall scheme of studies and also school activities; (d) audio-visual aids necessary for elucidating the concepts involved; (e) procedures, tools, instruments and devices to be used for evaluating the outcomes;

5. Training courses for: (a) curriculum experts in developing the guidelines for moral education programmes at the different stages of education; (b) producers, media experts, script writers, working on educational broadcasting programmes in the different countries; (c) teacher educators for developing the pre-service and in-service teacher training courses in moral education;

6. Provision for inter-country visits and exchange of experiences as a follow-up activity to regional workshops, and the submission of visit reports to the sponsoring agencies;

7. A newsletter with a suitable title on the theme of moral education in Asia may be brought out as a regular feature. A tentative title could be "Perspectives of Moral Education in Asia";

8. Provision may also be made for the translation and adaptation of materials in the national languages for their quick implementation;

9. A number of Unesco fellowships may be instituted for taking up research and developmental studies for the programmes listed above, and also for encouraging research in the area of moral education;

10. As far as possible, some representatives of parent-teacher associations may be invited to participate and contribute to the programmes for the development of moral education at all levels, even at the Asian level. Needless to say, the co-operation of the home is indispensable for developing moral education programmes, and in this regard, parents need both guidance and education. A system for dissemination of useful information to the parents should be developed. If possible, parental opinion about moral development of the children may also be sought.

ANNEX I

OFFICERS OF THE HIGH-LEVEL SEMINAR (April 1978)

Chairman	-	Professor Masunori Hiratsuka (Japan)
Vice-Chairman	-	Mr. Charoon Vongsayanha (Thailand)
Rapporteur	-	Dr. Iraj Ayman (Iran)
Secretary	-	Dr. K. Koizumi (NIER, Japan)

OFFICERS OF THE SECOND REGIONAL WORKSHOP (October 1978)

Chairman	-	Dr. B.R. Goyal (India)
Vice-Chairman	-	Dr. Paulina M. Castano (Philippines)
Rapporteur	-	Dr. Ishwar Prasad Upadhyay (Nepal)
Associate Rapporteur	-	Miss Arunsri Anantrasirichai (Thailand)

ANNEX II

LIST OF PARTICIPANTS OF
THE HIGH-LEVEL SEMINAR ON MORAL EDUCATION IN ASIA
Tokyo, 5 - 13 April 1978

Participants

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ANNEX III

LIST OF PARTICIPANTS OF
THE SECOND REGIONAL WORKSHOP ON PUPIL EVALUATION
WITH PARTICULAR REFERENCE TO MORAL EDUCATION IN ASIA
Tokyo, 12 September - 9 October 1978

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The *Asian Programme of Educational Innovation for Development (APEID)*, initiated on the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (May–June 1971, Singapore) and the authorization of the General Conference of Unesco at its seventeenth session (Paris, 1972), aims at stimulating and encouraging educational innovations linked to the problems of national development in the Asian region.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through their national centres which have been associated by them for this purpose with APEID.

The 18 Member States in Asia and Oceania participating in APEID are: Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Singapore, Socialist Republic of Viet Nam, Sri Lanka and Thailand.

The Asian Centre of Educational Innovation for Development (ACEID) has been established at the Unesco Regional Office for Education in Asia and Oceania in Bangkok to co-ordinate the activities under APEID and to assist the associated national institutions in carrying them out.

The aims of APEID are:

- to stimulate efforts of the Member States to improve the quality of life of the people through creating and strengthening national capabilities for the development and implementation of innovations in education, both formal and non-formal;
- to encourage the Member States to make all groups (students, teachers, parents, village and community leaders, administrative personnel and policy makers) aware of the need for relevant changes in education (both formal and non-formal) as an essential pre-requisite for the improvement of the quality of life of the people;
- to promote understanding and appreciation of the differences in educational practices and approaches of the Member States, and thereby contribute to international understanding and the creation of a new international economic order.